

Introduction

Overview of St. Cloud State University

St. Cloud State University has evolved into one of the leading comprehensive state universities in the Upper Midwest, serving 16,000 students from Minnesota, the nation, and more than 80 countries. The campus overlooks the Mississippi River in the city of St. Cloud, which is a regional hub of Central Minnesota with a population of 63,000 in a three-county metropolitan area whose total population is over 263,000. St. Cloud is 70 miles northwest of Minneapolis and St. Paul whose seven-county metropolitan area has a population of 2,800,000. This location, which offers easy access to urban, suburban, and rural areas, provides students with a range of opportunities for internships and service learning. St. Cloud State University also serves regional businesses and industries through its centers for applied research in fields such as computer technology, biotechnology, manufacturing engineering and microelectronics. The university is a major contributor to economic and workforce development, applied research, professional growth, international awareness, community development, and quality of life in Minnesota.

The university's evolutionary path is a familiar one in American higher education. The institution began in 1869 as the Third State Normal School with one building, five faculty members, and 53 students. In 1898 the school began offering a junior college curriculum, and in 1914 it dropped its secondary education program entirely. In 1921, when the state legislature changed the State's normal schools to state teachers colleges, the Third State Normal School became St. Cloud State Teachers College. Four years later, in 1925, the newly designated college awarded its first bachelor's degrees. In 1953 it became St. Cloud State College as the legislature broadened the mission of the teachers colleges to accommodate increasing demand for higher education following World War II. After the legislature authorized state colleges to offer master's

degrees in 1955, St. Cloud State College offered its first master's degree programs in 1957. It became St. Cloud State University in 1975 when the legislature changed the designation of state colleges to state universities. In 2005 the legislature authorized state universities to offer doctoral programs in applied fields of study. St. Cloud State University is in the process of establishing its first doctoral program.

The university offers 205 academic degree programs of which 139 are undergraduate and 66 are graduate. Undergraduate programs include 135 leading to bachelor's degrees, two to associate degrees, and two to certificates. Graduate programs include 52 leading to master's degrees, 13 to graduate certificates, and one to a specialist degree. Undergraduate degrees conferred are: Bachelor of Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of Elective Studies, Bachelor of Fine Arts, and Bachelor of Music, Associate in Arts, Associate in Elective Studies, and Certificate. Graduate degrees conferred are: Specialist, Master of Arts, Master of Science, Master of Business Administration, Master of Engineering Management, Master of Music, and Graduate Certificate.

Many colleges and programs have received accreditation or recognition from national organizations. Most faculty members (81%) have earned the highest academic degree for their field, more than any other of the 32 institutions in the Minnesota State Colleges and Universities System (MnSCU). The strong tradition of teacher education has continued throughout this history with St. Cloud State University currently ranked as the fifteenth largest producer of new educators in the nation (AACTE, 2006). Especially well known for its colleges of business and education, St. Cloud State University also offers popular programs in art, biology, mass communication, and psychology. In addition St. Cloud State University promotes global awareness with 1,000 international students on campus and 350 students participating

St. Cloud State University falls in the category of Master's Colleges and Universities [larger programs] under the Carnegie Classification of Institutions of Higher Education developed in 2005. The institution's specific profile within this system of classification is:

- **UNDERGRADUATE INSTRUCTIONAL PROGRAM**
Balanced arts & sciences/
professions, some graduate
coexistence
- **GRADUATE INSTRUCTIONAL PROGRAM**
Post baccalaureate
comprehensive
- **ENROLLMENT PROFILE**
Very high undergraduate
- **UNDERGRADUATE PROFILE**
Full-time four-year, selective,
higher transfer-in
- **SIZE AND SETTING**
Large four-year, primarily
nonresidential

in study-abroad programs in 11 countries outside the U.S. Over 40 percent of the faculty have international experience.

Academic and campus life are supported by state-of-the-art technology in the Miller Center for Learning Resources and Technology Services, the best equipped library in the MnSCU system, and by electronic classrooms and wireless access throughout the campus. The university's active student life features over 240 student organizations providing opportunities for student leadership and organizational development as well as for volunteer and service experience. A thriving athletic program includes Western Collegiate Hockey Association Division I men's and women's teams and 19 Division II sports for men and women in the North Central Conference.



State Governance

St. Cloud State University, Minnesota's second largest university, operates under the authority of the Board of Trustees, which governs the MnSCU system. The system is the successor of three public systems of higher education – the community college system, the state university system, and the technical college system – that merged by statute as of July 1, 1995. Of the system's 32 institutions, seven are state universities and 25 are two-year colleges. The governor appoints the trustees, subject to approval of the Minnesota Senate. The board has 15 members, including one from each of the state's eight congressional districts; four at-large members; and three students, including one from a community or community and technical college, one from a technical college, and one from a state university. Except for students, who serve two-year terms, members serve six-year terms. The board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.

The board appoints the system's chancellor and the presidents of the state colleges and universities. The Office of the Chancellor, located in St. Paul, has major divisions that include academic and student affairs, finance, human resources, information technology, public relations, legislative relations, and development. The current Chancellor is Dr. James McCormick whose term began in July 2001.

Organization

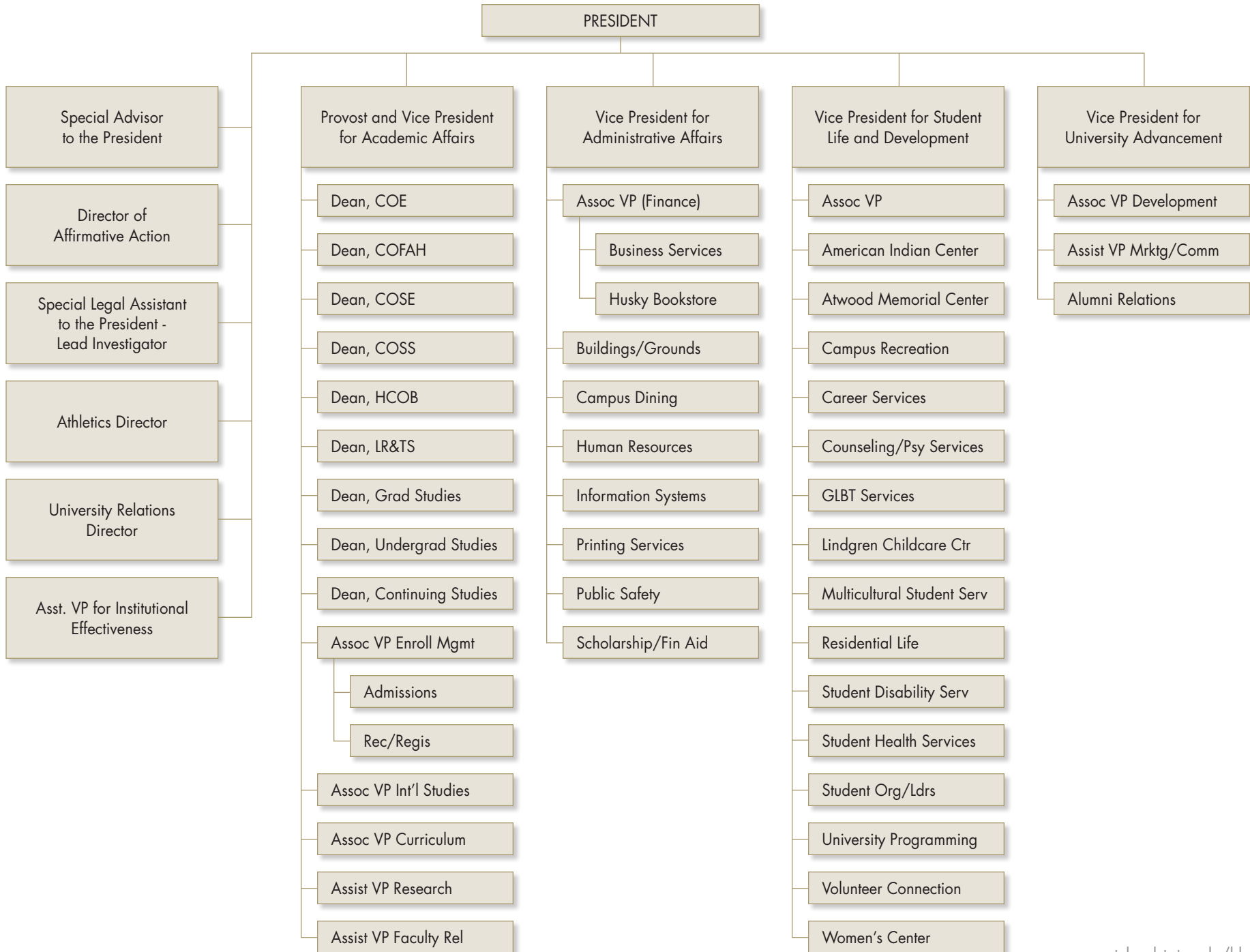
SENIOR UNIVERSITY ADMINISTRATION

The President of St. Cloud State University is Dr. Roy Saigo. Senior leadership includes four vice presidents: Dr. Michael Spitzer, Provost and Vice President for Academic Affairs; Steve Ludwig, Vice President for Administrative Affairs; Dr. Wanda Overland, Vice President for Student Life and Development, and Jill Rudnitski, Vice President for University Advancement. The Athletics Director, Dr. Morris Kurtz, also reports directly to the president. Other members of the president's cabinet who are part of the president's office are Nancy Jesse, J.D., Interim Special Advisor to the President; Dr. Susan Moss, Director of Affirmative Action; Bernie Omann, University Relations Director; and Lisa Foss, Interim Assistant Vice President for Institutional Effectiveness.

ACADEMIC AFFAIRS

The Provost and Vice President for Academic Affairs directly oversees nine deans and five other administrators. Two administrators provide staff support: the Associate Vice President for Curriculum, who oversees the University Assessment Office, and the Assistant Vice President for Faculty Relations, who oversees the Center for Excellence in Teaching and Learning (CETL) and the Center for Holocaust and Genocide Education (CHGE). Three other

St. Cloud State University Organizational Chart



administrators supervise operating units. The Associate Vice President for Enrollment Management is responsible for the Office of Admissions and the Office of Records and Registration. The Associate Vice President for International Studies administers the Center for International Studies, which has responsibility for international students and study abroad programs. The Assistant Vice President for Research and Faculty Development administers the Office of Sponsored Programs.

COLLEGES AND COLLEGE-LEVEL UNITS

The nine colleges and college-level units whose deans report to the provost are:

The College of Education (COE), whose Dean is Dr. Kate Steffens, has seven departments:

- *Child and Family Studies*
- *Counselor Education and Educational Psychology*
- *Educational Leadership and Community Psychology*
- *Health, Physical Education, Recreation and Sport Science*
- *Human Relations and Multicultural Education*
- *Special Education*
- *Teacher Development*



The college, jointly with Learning Resources and Technology Services, oversees the Center for Information Media, which offers several degree programs. Other units within the college are the Office of Clinical Experiences,

Office of Cultural Diversity, Office of Assessment and Accreditation, and the Special Projects and Applied Research Center.

The College of Fine Arts and Humanities (COFAH), whose Dean is Dr. Roland Specht-Jarvis, has nine departments:

- *Art*
- *Communication Sciences and Disorders*
- *Communication Studies*
- *English*
- *Foreign Languages and Literature*
- *Mass Communications*
- *Music*
- *Philosophy*
- *Theatre, Film Studies, and Dance*

Other units within the college are the St. Cloud State University Speech Language and Hearing Clinic and the Intensive English Center.

The College of Science and Engineering (COSE), whose Dean is Dr. David DeGroot, has 12 departments:

- *Aviation*
- *Biological Sciences*
- *Chemistry*
- *Computer Science*
- *Earth and Atmospheric Sciences*
- *Electrical and Computer Engineering*
- *Environmental and Technological Studies*
- *Mathematics*
- *Mechanical and Manufacturing Engineering*
- *Nursing Science*
- *Physics, Astronomy and Engineering Science*
- *Statistics and Computer Networking*

Other units within the college are the Applied Research and Development Center, Herbarium, Mathematical Skills Center, and the Planetarium.

The College of Social Sciences (COSS), whose Interim Dean is Dr. Sharon Cogdill, has 10 departments:

- *Community Studies*
- *Criminal Justice*
- *Economics,*
- *Ethnic Studies*
- *Geography*
- *History*
- *Political Science*
- *Psychology*
- *Social Work*
- *Sociology and Anthropology*

The college also has the following centers: Center for Economic Education, Central Minnesota Historical Center, Computer Assisted Telephone Interview Research Lab, Philip L. Tideman Cartographic Center, Minnesota Economic Development Center, Social Science Research Institute, and the Spatial Analysis Research Center.

The G.R. Herberger College of Business (HCOB), whose Dean is Dr. Diana Lawson, has five departments:

- *Accounting*
- *Business Computers and Information Systems*
- *Finance, Insurance, and Real Estate (FIRE)*
- *Management*
- *Marketing and Business Law*

The college also operates the Information Systems Research Center.

The Center for Continuing Studies (CS), whose Dean is Dr. John Burgeson, administers credit and non-credit instruction offered evenings, weekends, off-campus, or online. Activities also include customized training for businesses and college-level courses for high school students at the students' schools. The center is responsible for several non-disciplinary, undergraduate degree-programs, and it administers the Minnesota Highway Safety and Research Center.

Learning Resources and Technology Services (LRTS), whose Dean is Dr. Kristi Tornquist, administers the library, provides technology services for the university,

and collaborates with the College of Education in offering several library and technology-based degree programs in the Center for Information Media.

The School of Graduate Studies (SGS), whose Dean is Dr. Dennis Nunes, provides leadership and coordination for graduate education. The School has no faculty or academic departments, but is responsible for two non-disciplinary programs, the M.A. and the M.S. in Special Studies. The dean also administers the university's summer session.

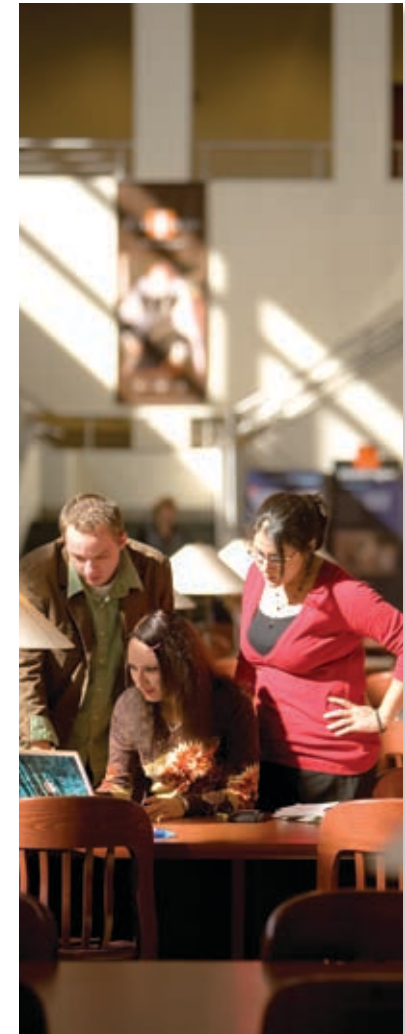
The Division of Undergraduate Studies (US), whose Dean is Dr. Mark Nook, is responsible for academic support services for undergraduate students, including the Academic Learning Center, Advising Center, Community College Connection Program, First Year Experience Program, Honors Program, and the New Student Advising and Registration Program. It also administers the General Studies Program, which provides support for students who do not meet our typical admission standards.

ADMINISTRATIVE AFFAIRS

The Vice President for Administrative Affairs heads the Office of Administrative Affairs, and has responsibility for finance, operations, facilities, public safety, and human resources. Eight directors responsible for the following areas also report directly to the vice president:

- *Buildings and Grounds*
- *Dining Services*
- *Human Resources*
- *Information Systems*
- *Printing Services*
- *Public Safety*
- *Scholarships and Financial Aid*

The Associate Vice President for Administrative Affairs, who reports to the vice president, is responsible for finance and budget and supervises two other directors: Business Services and the Husky Bookstore.





STUDENT LIFE AND DEVELOPMENT

The Vice President for Student Life and Development is responsible for 15 programs and services to support the educational, social, cultural, and recreational needs of students. Student Life and Development has the following units:

- *American Indian Center*
- *Atwood Memorial Center*
- *Campus Recreation*
- *Career Services*
- *Center for Student Organizations and Leadership Development*
- *Counseling and Psychological Services*
- *Gay, Lesbian, Bi-sexual, and Transgender Services*
- *Lindgren Child Care Center*
- *Multicultural Student Services*
- *Residential Life*
- *Student Disability Services*
- *Student Health Services*
- *University Programming*
- *Volunteer Connection*
- *Women's Center.*

The Associate Vice President is responsible for administering student discipline and the code of student conduct. The vice president's office also coordinates activities of the Student Legal Services attorney, whom Student Government hires, and the Department of Veterans Affairs Regional Coordinator, which is housed at the university.

UNIVERSITY ADVANCEMENT

The Vice President for University Advancement is responsible for development, alumni affairs, communications, and marketing. The Associate Vice President for Development and Alumni oversees the St. Cloud State University Alumni Association and the St. Cloud State University Foundation. The Assistant Vice President for Communications and Marketing, through the Office of University Communications, oversees internal and external communications, media relations, and KVSC

Radio, which is a public, educational radio station licensed to St. Cloud State University.

Employee Bargaining Units

In accordance with state law, the Public Employee Labor Relations Act (PELRA), St. Cloud State University has a well established history of collective bargaining within a traditional governance structure of departments, colleges, and administrative units. Employees of the university, except for excluded administrators and confidential employees, belong to one of nine bargaining units affiliated with statewide collective bargaining representatives. Each bargaining unit has a contract that states terms and conditions of employment. The university administration and representatives of the bargaining units regularly meet and confer on matters of mutual concern or issues that the contracts do not definitively address.

The St. Cloud State University Faculty Association (FA) is the body that represents the faculty in university affairs. The FA organizes the Faculty Senate, whose members include officers of the FA and representatives from each academic department. Standing committees of the FA consist of the following: Academic Affairs Committee, Admission and Retention Committee, Budget Review Committee, Committee on the Institution, Constitutional Review Committee, Elections Committee, Faculty Research Grants Committee, General Education Committee, Government Relations Committee, Graduate Committee, Grievance Committee, International Studies Committee, Master Agreement Goals Committee, Membership Committee, Professional Development Committee, Technology and Pedagogical Resources Committee, and the University Curriculum Committee. The FA also appoints faculty representatives to university-wide committees and other entities.

Student Government Association

The Student Government Association (SGA) represents the student body, votes on allocation of funds for student organizations and activities, and advises the administration on matters of interest to students. The association is affiliated with the Minnesota State University Student Association, which is a state-wide organization of students attending the Minnesota State Universities. Opportunity for students to participate in institutional governance is a longstanding feature at the university as well as a requirement under Board of Trustees Policy 2.3.

University Committees

The university has several committees and other bodies that address university-wide issues. Each body has appropriate representation from faculty, students, administrators, and other staff. Committees and other bodies that deal with matters of ongoing operations or interest are as follows: Applied Research, Assessment Steering, Atwood Center Council, Bookstore Funding, Cultural Diversity, Division of General Studies (DGS) Advisory, Enrollment Management, Faculty Center for Teaching Excellence Advisory, First Year Experience Advisory, Health Promotion, Honorary Doctorate, Honors Program Faculty Advisory, Institutional Review Board for Protection of Human Subjects, Intercollegiate Athletics, International Student Services, Parking Appeals, Resource 25, Safety, Service-Learning Advisory, Strategic Planning, and University Archives. Other ad hoc or informal bodies form as circumstances warrant.

Accreditation History

St. Cloud State University has a long and rich history of accreditation through the Higher Learning Commission/ North Central Association. St. Cloud State University

originally received accreditation in 1915 and remained accredited until 1930. It resumed accreditation in 1947. The most recent comprehensive evaluation was in 1997.

RECOMMENDATIONS FROM THE 1997 COMPREHENSIVE EVALUATION

At the last comprehensive visit, the evaluation team made three recommendations:

1. That the university submit a progress report on assessment by fall 2000

In November 2000 the university submitted its progress report, Report on Assessment to the Higher Learning Commission (HLC). (Report available in Resource Room) The commission, in accepting the report, noted the formative stage of development regarding assessment, unevenness in identifying measurable outcomes, and competing commitments for assessment. The commission called for an update to address these matters. In August 2004 St. Cloud State University submitted its Progress Report Focused on Assessment to the HLC. (Report available in Resource Room) The report reviewed the progress related to assessment at the university since the previous report in November 2000. HLC staff accepted the report and noted progress in this endeavor. (See Criterion 3)

2. That a team from the commission make a site visit to the program in Akita, Japan

In late 1999 the Board of Trustees of MnSCU authorized discontinuation of the AA degree at Akita and a suspension of the 25-year agreement with the Akita Prefecture under which the program was offered. In an exchange of letters between St. Cloud State University and NCA in November 1999 and January 2000, NCA acknowledged that the university was not directly responsible for the AA program. Consequently the relationship between St. Cloud State University and MSU-Akita and the need for a site visit ended.

3. That the next comprehensive visit be in 2007





INSTITUTIONAL CONCERNS IN THE 1997 COMPREHENSIVE EVALUATION

The report of the evaluation team identified four institutional concerns:

1. *The existing database does not provide sufficient information and data to support effective planning and decision-making.*

St. Cloud State University is working diligently to move to a system of using data to drive decision-making at all levels. This shift has been a major effort at the university and is addressed extensively in the report. One of the major initiatives developed in response to the concern was the establishment of the Office of Institutional Effectiveness (OIE) to facilitate the integration of planning, institutional research, and assessment as outlined in the Strategic Plan. The role of the OIE has become more significant as all entities on campus are seeking to use data to make changes to enhance student learning on campus. The university has developed a data inventory, revised the system of data collection, and is developing a local management information system linked to the MnSCU data system. This local system allows for greater centralization in the storage of data and provides for customized user interface. See additional detail under Criterion Two.

2. *Scholarship across the campus is extremely uneven. There is little indication that faculty members across the campus understand or embrace the Teacher-Scholar model, and support mechanisms need to be strengthened.*

A culture of research and scholarship is a goal of St. Cloud State University's leadership and is directly linked to one of the five performance indicators, Academic Distinction, of the Strategic Plan. The Center for Excellence in Teaching and Learning is very active on campus and supports and sustains a dynamic and energized teaching and learning community, embracing the Teacher-Scholar model. The Office of Sponsored Programs (OSP) energetically assists faculty in securing

*and administering research grants and organizes and administers workshops and seminars on grant writing, disseminates newsletters on grant deadlines, notifies faculty on up-coming grant opportunities, and helps scrutinize grant proposals. Colleges publicize faculty publications and other scholarly activities, and each has a research director who works with the Office of Sponsored Programs. A number of centers within colleges provide focal points for applied research. An incomplete but continuously updated list of publications by St. Cloud State University faculty has over 2,000 entries over the past five years. The emphasis on research extends to undergraduate and graduate students who have increased opportunities and in some instances financial support to conduct, present and receive recognition for research. Finally, the Office of Academic Affairs started publishing a newsletter, *Accolades*, in spring 2006 to publicize the scholarly accomplishments of the faculty. It also has sponsored sessions on research expectations at fall convocations for faculty. See additional detail under Criterion 4.*

The university recognizes the importance of faculty and student collaboration in research and has worked diligently to offer education rich in both research and practice in preparing students for success. In 2004, St. Cloud State University budgeted \$35,000 to support the annual Student Research Colloquium. This is a permanent, annual, line-item allocation. Approximately \$5000 of this funding is used to support the annual event, and the remaining funds are used to provide research and creative activity grants for undergraduate and graduate students, up to \$1500 per project. We believe that this is a level of student research funding unprecedented in Public MA I institutions. Over 300 students and faculty from across the disciplines have participated annually in the Colloquium, which features more than 200 posters and oral presentations each year.

3. *There is mixed evidence of campus-wide assessment, student achievement measures are quite traditional, and few examples exist of outcome measures producing substantial change.*

In recent years the university reinvigorated its commitment to and efforts in assessment. St. Cloud State University is working to build a strong infrastructure to create a culture of assessment and accountability. A full-time Director of Assessment has been appointed and support for assessment coordinators has been provided in each of the colleges. An Assessment Steering Committee has been established and is active in implementing the shift toward the culture of assessment and accountability across campus to improve student learning. The university also has created a General Education Assessment Committee and is in the process of hiring a Director of General Education Assessment. In 2006 the School of Graduate Studies appointed a Director of Graduate Student Services, a new position with a major responsibility for assessing graduate programs. In 2006 the university became a member of the inaugural cohort of institutions selected by the Higher Learning Commission for its Academy for Assessment of Student Learning. Participating in the Assessment Academy demonstrates a long-term commitment and allows the university to move forward in a systematic and deliberate manner with support from the Higher Learning Commission and peer institutions.

The movement toward a culture of assessment and accountability involves a major shift for all members of our campus community. St. Cloud State University is being deliberate and purposeful in this shift and is working to ensure that it is faculty-driven so that the changes will live on and be meaningful in teaching and have a positive impact on student learning. In 2000, just over half of the undergraduate academic programs had identified student learning outcomes. Findings from the University Assessment Report published in spring 2006 indicated approximately 93 percent of the academic programs at St. Cloud State University had identified learning goals and outcomes with three of the five colleges having 100 percent of their learning outcomes completed. All colleges have developed or are in the process of developing assessment plans. Assessment work, if done correctly, takes time to implement as it requires significant professional development and

ongoing effort to ensure that the campus community truly believes that solid assessment will improve student learning. See additional detail under Criterion 3.

4. There is no assessment plan for the Bachelor of Elective Studies.

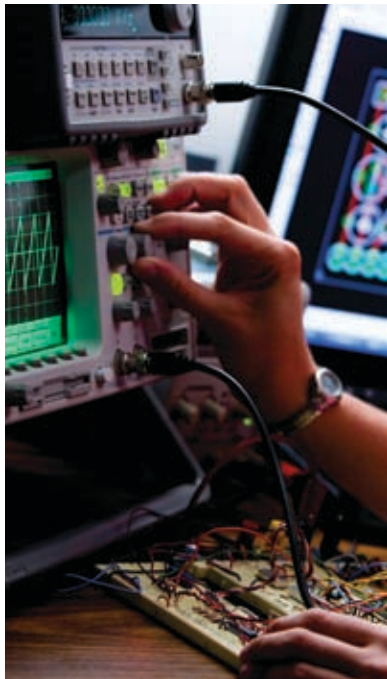
The Bachelor of Elective Studies is an individualized degree program that enables students to design their own programs in consultation with an advisor. Students choosing to pursue a B.E.S degree must state the rationale for pursuing an individualized program and must develop a plan of study. A program within Elective Studies is subject to the same requirements as other bachelor's degree programs at St. Cloud State University, including general education and an upper division writing requirement.

The Center for Continuing Studies (CS) has general responsibility for B.E.S. programs. The center directly oversees a non-disciplinary program currently called Self-Select. CS works with departments that choose to offer disciplinary majors or minors specifically designed for the B.E.S. Each department that offers a disciplinary B.E.S. is responsible for identifying and assessing learning outcomes in the program through the department's regular processes for assessment. Each department also is responsible for establishing an upper division writing requirement for the program. A student who would like to earn the B.E.S., disciplinary or non-disciplinary, must work with an advisor in the center to develop a plan of study. The center is a full participant in the university's assessment efforts.



Developments Since 1997: Instruction

Recent developments in academic programs are indicative of St. Cloud State University's responsiveness to its external constituencies. New undergraduate and graduate programs serve the educational needs of the region and state. Other priorities have included commitment to global education,



enhancement of excellence in science and business programs, and greater use of instructional technology, including online courses and programs.

UNDERGRADUATE PROGRAMS

Since 1997 at least 17 new baccalaureate programs have started at St. Cloud State University. The most momentous of these is the B.S. in Nursing, which established the university as a regional provider of health care education. Another new program in this area is the B.S. in Radiological Technology offered in partnership with St. Cloud Hospital. Several programs started in science and technology, including the B.S. in Computer Engineering, B.S. in Mechanical Engineering, B.S. in Network Modeling and Simulation, B.S. in Network Security Information Systems, B.S. in Hydrology, B.S. and B.E.S. in Environmental Studies, B.S. in Environmental Science, B.S. in Technology Management, and the B.E.S. in Technology Studies. Other recent additions are the B.A. in Humanities, B.A. in Film Studies, B.A. and B.E.S. in Women's Studies, and the B.S. in Communication, Arts, and Literature (teacher education).

GRADUATE EDUCATION

St. Cloud State University experienced a substantial increase in the number of graduate programs, mostly in professional and technological areas of preparation. New master's programs are the Master of Engineering Management (M.E.M.), M.S. in College Counseling and Student Development, M.S. in Cultural Resource Management/Applied Archaeology, M.S. in Electrical Engineering, M.S. in Higher Education Administration, M.S. in Industrial-Organizational Psychology, M.S. in Marriage and Family Therapy, M.S. in Mechanical Engineering, M.S. in Nursing, M.S. in Public Safety Executive Leadership, and the Master of Social Work. Several master's programs are available at off-campus locations, most notably the Master of Business Administration in Maple Grove and the Master of Engineering Management at Metropolitan State University in Minneapolis. Growth also occurred in the number of

graduate certificate programs, such as emphases in special education, to serve individuals who do not wish to pursue a master's degree.

APPLIED DOCTORAL PROGRAMS

St. Cloud State University is poised to enter the ranks of doctoral institutions. In 2005 the Minnesota legislature approved a change in statute authorizing the Minnesota State Universities to offer doctoral programs in certain applied fields of study. State law previously had prohibited the state universities from starting or even planning doctoral programs. With support and encouragement from the Board of Trustees and the Office of the Chancellor, St. Cloud State University has developed a proposal for the Ed.D. in Higher Education Administration scheduled to begin fall 2007. (Application available in the Resource Room)

GLOBAL EDUCATION

Global education at St. Cloud State University has been a high priority under the leadership of President Saigo. A major initiative was the creation of the position of Associate Vice President for International Studies, reporting to the Provost, to administer the Center for International Studies. Emblematic of this commitment to global studies was the renovation of Lawrence Hall, a residence hall, completed in 2003. Lawrence Hall became the home for the Center for International Studies, the location of offices of faculty in foreign languages and literature, and a residence hall for international and domestic students. The university has also recruited more multicultural and international students. In fall 2006, the university enrolled 959 international students from 88 countries, compared to 679 students in fall 1999. We have also provided increased opportunities for local students to study abroad. The university now boasts more than 20 programs in 12 countries. These initiatives reflect the university's recognition of the importance of a global education, as stated in our mission.

G.R. HERBERGER COLLEGE OF BUSINESS

Growth of enrollments in business programs has been a feature at St. Cloud State University as it has been at other universities. The popularity of business programs coincided with two other developments in the late 1990s: discussion about remodeling Centennial Hall and interest by the family of the late G.R. Herberger to provide a gift to the university to honor his memory as founder of a locally based chain of department stores. The confluence of these developments led to naming the College of Business the G.R. Herberger College of Business and to relocating it from the Business Building to Centennial Hall. Remodeling of Centennial Hall began in spring 2006 and will continue until spring 2008.

INSTRUCTIONAL TECHNOLOGY

St. Cloud State University is committed to innovation in instructional technology. In fall 2006 the university offered over 200 online courses, the largest number in the MnSCU system. The university also offers two degree programs online and is seeking authorization to add online programs without prior approval from HLC.

The James W. Miller Learning Resources Center, named for a donor to the university's capital campaign, exemplifies the University's commitment to instructional technology. Opened in August 2000, this state-of-the-art facility houses the library and the offices of Learning Resources and Technology Services. In addition to the library, the building includes hundreds of computers, a high-tech auditorium, seven electronic classrooms, and sixteen study rooms.

The creation of HuskyNet, short for Husky Network, has provided a portal to the university's technology resources for students, faculty, and staff. Implementation of wireless capabilities earned the university a top 50 ranking in Intel's survey of most unwired campuses in fall 2005. HuskyNet also has become the university's official mode of communication with students.

CONTINUING STUDIES

The Center for Continuing Studies became a separate unit in 1998. Until then it had been a unit within the School of Graduate Studies. The organizational change enabled the center to focus on expanding the university's off-campus, online, and non-credit instruction and other outreach activities to meet the needs of constituencies. The report of the NCA evaluation team in 1997 implied the need for greater focus and activity in these areas; therefore St. Cloud State University expanded the role of the Center.

The university has expanded offerings of evening and weekend courses to more than 100 sections per year, significantly increased enrollment in online courses, and provided courses and programs at off-campus sites, especially in Twin Cities locations that are underserved with baccalaureate and graduate education. The online classes accounted for seven percent of the credits generated at St. Cloud State University in the 2006 fiscal year, up from 1.3 percent in 2003.

SEMESTER CONVERSION

In fall 1998, St. Cloud State University converted from the quarter to the semester system to comply with a legislative mandate for all public institutions of higher education in Minnesota. This endeavor involved intense review of curriculum in every department. Conversion resulted in the restructuring of courses, degree programs, and the general education curriculum. One change has been adoption of an upper division writing requirement for students in every bachelor's degree program.

Developments Since 1997: Initiatives For Student Success

DIVISION OF UNDERGRADUATE STUDIES

In 2004, the university created the Division of Undergraduate Studies to consolidate support services





for undergraduate students. Within that division, several programs support student learning including the Academic Learning Center, Advising Center, Community College Connection Program, First Year Experience Program, General Studies Program, Honors Program, and the New Student Orientation and Registration Program. The Division of Undergraduate Studies is responsible for providing programs and services to meet students' needs by helping them succeed in their educational experience.

FIRST YEAR EXPERIENCE

In 2005-06, the university's Division of Undergraduate Studies inaugurated the First Year Experience following a pilot effort the previous year. The purpose of the program is to help students make the transition from high school to college through a system of mutual support.

STUDENT RESEARCH COLLOQUIUM

In 1998 the university initiated the Student Research Colloquium as a forum for students to feature their research papers, experiments, or other projects for their courses and to promote faculty-student research collaborations. From a modest event with sessions in the afternoon, the colloquium has become a highlight of spring semester with sessions and activities extending from mid-morning well into the evening. In 2006, over 255 students with 99 faculty sponsors from St. Cloud State University and other institutions participated. The Office of Sponsored Programs administers the colloquium.

Developments Since 1997: Cultivating Community

MEDIATION PROGRAM

The St. Cloud State University Mediation Program originated in 1997 as an initiative by the administration and the Faculty Association. Since then, availability of

mediation services has expanded to most employees and to students. The purpose of mediation is to provide a means for individuals to resolve differences either informally through facilitated meetings or through formal mediation. Many believe the Mediation Program has helped improve the climate on campus and reduce the number of grievances.

RESPONSE TO ALLEGATIONS OF ANTI-SEMITISM

In October 2001 several Jewish members of the faculty filed a class-action law suit in federal court against St. Cloud State University and the MnSCU system alleging that they had been victims of anti-Semitism by administrators and other faculty members. This was a painful episode that still echoes on campus. In November 2002 the parties agreed to a settlement that compensated the plaintiffs and committed the campus to address anti-Semitism and other forms of discrimination in the long term. Under terms of the settlement the university created a new Jewish Communal Activities and Resources Center with funding of about \$125,000 annually for at least five years and hired a director who also teaches classes. The center's purpose is to coordinate activities relating to Jewish heritage and history for faculty, staff, students, and community. Other terms provided for mandatory diversity training for faculty and staff, clearer notification procedures in faculty searches, evaluation of the structure and staffing of the university's Affirmative Action Office, changes in procedures for handling discrimination complaints, and availability of a peer review process for some disputes regarding faculty retention, tenure, or promotion.

ATHLETICS

At its best, intercollegiate athletics provides a place for students to excel in physical competition as well as in academic performance while generating school spirit and community support. St. Cloud State University has had the good fortune to have several nationally successful teams. These successes have been enhanced by the completion of two major projects for athletic facilities. One was the construction of the Husky Stadium with 4,198 seats

overlooking the Mississippi River to serve as home for the university's football and soccer teams. The other project is the Student Recreation Center in Halenbeck Hall, whose fitness center and facilities for intramural sports serve the recreational needs of the campus and larger communities.

CREATING A VIBRANT LEARNING COMMUNITY

The university's commitment to creating a vibrant learning community is evident across campus through various programs, services, and facilities created and enhanced at the request of students and others. As reflected in the revised mission statement, St. Cloud State University is committed to a focus on fostering and supporting a global community. Examples include the creation of the Multicultural Resource Center, the establishment of Chicano Studies in the Department of Ethnic Studies, and the renovation and remodeling of Atwood Memorial Center, which has become a vibrant focus of campus life following completion of major remodeling and an addition in summer 2005. The design of the facility as a gathering place for students, a cultural center, and a home for student organizations was a direct response from student requests.

Recent Developments: System and State

SYSTEM ADMINISTRATION

Since the last comprehensive visit, the MnSCU system has had two new chancellors. In June 1997 Morris J. Anderson, formerly a member of the Board of Trustees, became Interim Chancellor following the departure of Dr. Judith Eaton. He received the permanent appointment in November 1998. In September 1999 the board decided to seek a replacement, leading to the appointment of the current Chancellor, Dr. James H. McCormick, who assumed the position in July 2001.

SYSTEM INITIATIVES

The Board of Trustees and the Office of the Chancellor have undertaken several initiatives or strategic directions since 1997 that affect St. Cloud State University. The system adopted an Allocation Model to apportion state appropriations to each state college and university based on various formulas, assumptions, and other factors. Enrollments and instructional costs at the institution and program levels play key roles in the model.

System integration has also been a high priority. Some facets involve collaboration among institutions to provide programs and services. Others focus on smoother transitions for students by means such as articulation agreements between two-year degree programs at colleges and four-year degree programs at universities. Still others focus on establishment of uniform academic and business policies for all colleges and universities, such as a common start date for academic years beginning fall semester 2008.

The system's commitment to expand online instruction led to the creation of Minnesota Online, a unit within the Office of the Chancellor. Minnesota Online has channeled resources to the state colleges and universities and developed policies and procedures to encourage institutional development of online courses, academic programs, and academic support services. The success of Minnesota Online resulted in HLC delegating to the Office of the Chancellor authority to conduct site visits at the colleges and universities and to make recommendations to HLC for approval of institutional activities online.

Accountability and innovations are emerging themes from the Board of Trustees and the executive branch of state government. As expectations become clearer, so too will be the challenges to the university in the form of new data to report, new ways of reporting, and new ways of doing business.



The Self-Study Process

A primary goal in preparing for our comprehensive self-study was to build an infrastructure that would enhance participation by the campus community, create a positive attitude toward accreditation, and conduct the self-study with the highest integrity. A commitment was made to involve as many faculty, staff, students, and administrators in the process as possible, to ensure that the self-study represented a campus initiative, rather than a small group of individuals charged with writing an institutional report. Creating a positive attitude toward accreditation required an understanding by the campus community of the purpose of accreditation, why it is important to the institution, and how the institution can benefit from engaging in the self-study process. Moving the campus community from a “compliance” mentality regarding accreditation to a belief that the self-study process is an opportunity for institutional reflection and growth was indeed challenging. (See HLC Presentation Paper (2006) in Resource Room)

Hundreds of people in the university community participated in the self-study process that started in spring 2005. Two individuals serving as co-chairs provided overall leadership for the endeavor: Dr. Kate Steffens, Dean of the College of Education, and Dr. Kurt Helgeson, Associate Professor

of Environmental and Technological Studies. The Steering Committee, whose 17 members – including faculty, staff, and students – represented many facets of campus life. Another 14 committees plus a committee of committee chairs were responsible for gathering and organizing materials for the self-study. Of the 13 committees, 11 had responsibility for topical areas indicated by their names: Mission and Integrity, Governance and Administrative Structure, Planning, Budget, Assessment, Teaching Effectiveness, General Education, Program Review, Research, Ethical Conduct, and Engagement and Service. Three other committees had support functions: Web/Resource Room, Communications, Writing/Reading. Membership of the committees generally consisted of 10-15 individuals with some overlap.

During summer 2005 the committee chairs participated in three retreats to build a strong foundation for the self-study. The chairs developed questions that addressed core components that would be the basis of the committees’ work during the coming academic year.

Committees began their work in September 2005 and met regularly through May 2006 to accumulate evidence pertaining to the various criteria for accreditation. To increase

participation of the campus community during 2005-2006, the co-chairs of the self-study sponsored four campus gatherings - two breakfasts and two lunches - to discuss key issues around four themes: The Future-Oriented Organization, the Learner-Focused Organization, the Connected Organization, and the Distinctive Organization. Participation was strong with approximately 60 faculty and staff coming together to discuss the various HLC themes. The gatherings served as a positive way to bring the campus together to discuss the university’s performance in different areas. The co-chairs also convened two focus groups, one for undergraduate students and one for graduate students, during spring semester 2006.

In March and April 2006, the committees began posting their work on a website for review and comment by the entire university community. Comments in response to the posted evidence became part of material available for the self-study. Writing of the self-study report began in late spring 2006. After the first draft of the self-study was completed, a draft was posted on the website to allow the campus community to make comments and provide important feedback. A final draft of the self-study report was completed in January 2007.